

Name: _____

Class Period: ____

8th Grade Reading Ohio Achievement Test Preparation Packet

DIRECTIONS. Complete the four assigned sections listed below. To earn credit for its proper completion, you must also do the following:

- 1) **Complete each section honestly and independently of anyone's help**—problem-solve on your own as best as you can. Use context clues, make inferences and use the process of elimination to assist you whenever needed. Do not use the internet, a dictionary, or parental help to define words or find answers for/with you.
- 2) ****Next to each multiple choice question, you must list the paragraph number and/or cite the part of the passage where support for your answer can be found AND/OR thoughtfully explain why you chose the answer you chose.** "I don't know" is not an answer. If you cannot explain why you chose the answer you chose—then explain why you didn't choose the other options. *This is the part that will take time—so plan accordingly; don't rush it.*
- 3) **Proofread all written responses** for grammar, spelling and punctuation. Double-check to make sure you've identified what the question is asking before you attempt to respond. Then, when you're done, make sure you've clearly and directly answered all the parts of the question—and used textual support as back-up.
- 4) **Put in your BEST effort.** Anything less than your best is wasteful. ☺
- 5) **Work in a quiet setting, free from distractions and interruptions.** Turn the TV, radio and cell phones off—create a setting for yourself that is similar to what it will be like for the "real" OAs.
- 6) You do not have to complete all four sections all at one time—but **avoid stopping and starting until you've at least finished a complete section** unless you're prepared to reread it all over again.
- 7) **Have all four sections completed—along with the log below—by Tuesday, April 9th**

Section	Passage Amount	Amount of Multiple Choice Questions	Amount of Written Responses	Date section was completed	Approximate amount of time spent (minutes/ hours)	Parent/ Guardian: Please initial as witness and for confirmation of proper completion
1. Reading Process	1	8	1			
2. Vocabulary Skills	1	8	1			
3. Information & Persuasive	1	9	2			
4. Literature	1	7	3			
Totals:	7	32	7	N/A		

Achievement Practice

Directions: Read the passage and answer the questions that follow.

Yoh Fei and the Magic Spear

a Chinese legend adapted by Alicia Monrice

1 Yoh Fei and his friends met with their master, Chou Hsien Sheng, and the abbot of the monastery. The abbot told the young men about the Li Ch'uan Magic Spring. "It is behind a nearby mountain," he said. "Its water makes the very best tea, and when the springwater is applied to the eyes, it cures diseases and lets one see things not visible before."

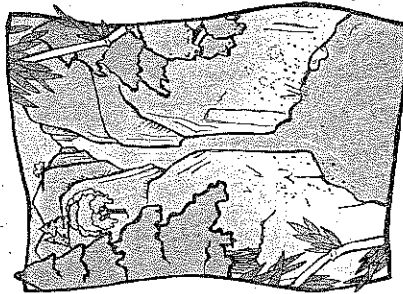
2 Yoh Fei was struck by the urge to visit the spring, even though the abbot had delivered this warning: "Every morning, a poisonous mist rises from the spring that kills anyone it touches."

3 The abbot's story did not scare Yoh Fei. He was not afraid of any poisonous spring. He wanted to drink the water. More importantly, he wanted to bring back a cup of the water to cure his master's ailing eyesight.

4 Yoh Fei set off for the mountains and soon found himself entering a forest of bamboo, pines and ginkgo trees. After a long walk, the young man came to a rock that had characters¹ written on it. When he read the words *Li Ch'uan Chi Ping* (the Miracle of Li Ch'uan), he knew he had come upon the magic spring.

5 But an evil spirit had invaded the Li Ch'uan Spring. A poisonous mist surrounded the waters, and sticking out of a rock, drinking from the spring, was an enormous snake, weaving from side to side, blocking the entrance to Li Ch'uan.

1 characters: The Chinese language is written in the form of pictures called characters.



© 2007 Buckle Down Publishing. COPYING IS FORBIDDEN BY LAW.

62

6 So that is what is poisoning the spring, thought Yoh Fei. Again, he was not afraid. I must kill the serpent. He picked up a stone and threw it at the snake's head. The rock hit the snake, but the snake did not die. Instead, the serpent let out a roar that could be heard throughout the forest.

7 The snake lunged at Yoh Fei, its eyes glittering with evil and its forked tongue slithering out at the young man. Yoh Fei jumped to one side, grabbed the snake by its tail and dashed it against a rock. Suddenly, the poisonous mist evaporated, leaving behind clear light and a spring bubbling from out of the rocks.

8 When Yoh Fei looked to the dead snake, he discovered the serpent had changed into a long, magnificent spear. On the shaft of the spear, Yoh Fei found four characters that read, "The Spear of Li Ch'uan." If the spring is magical, thought Yoh Fei, then the spear also must be magical.

9 Yoh Fei remembered his desire to bring back magic springwater for his master, Chou Hsien. But he discovered that the spring had dried up. All the young warrior had left was the spear.

10 Yoh Fei returned to Chou Hsien and the old abbot. When the two old men saw Yoh Fei and the spear, they bowed.

11 "My work here is done," said the abbot. "The spear you hold in your hands is a divine weapon. It gives great power to its owner. A warrior can achieve great deeds with this spear. Yoh Fei, you have won the spear honorably. It is yours. Go forth, but remember: You must use the spear to do good in the world. As long as you carry goodness in your heart, you will be a blessing to your people."

1. Yoh Fei wants to visit the Li Ch'uan Magic Spring to

- A. slay an evil serpent.
- B. find a spear with magical power.
- C. become a powerful Chinese warrior.
- D. drink the water and cure his master's eyesight.

63

© 2007 Buckle Down Publishing. COPYING IS FORBIDDEN BY LAW.

* Remember to record a # number and/or a thoughtful explanation in the margins beside each question as support for the answer you chose.

7. What was the most likely reason for including the detail about the serpent's loud roar?
- A. to imply that Yoh Fei is not sane
 - B. to emphasize Yoh Fei's bravery
 - C. to share an interesting fact about serpents
 - D. to let readers know the story is made up
8. What is this passage mostly about?
- A. A boy goes looking for a magic spring to cure his teacher's blindness.
 - B. An abbot sends a young man on a quest to retrieve a magic spear from a spring.
 - C. A young man begins a quest to retrieve magic springwater, but instead finds a magic spear.
 - D. A warrior with a magic spear slays a serpent and brings magic springwater to his master, the abbot.
9. How is the information in the passage organized?
- A. An opinion about magical objects is supported by researched facts.
 - B. A description of a mysterious phenomenon is followed by possible explanations.
 - C. A theory about the selection of warriors in China is followed by factual evidence.
 - D. An important story from Chinese folklore is presented in chronological order.

2. Which two words are most nearly opposites?

- A. experienced, organized
- B. unknown, celebrity
- C. first, early
- D. credited, attended

3. "Though Freed was not the first person to play rock 'n' roll music on the radio, he is credited with **coining** the term 'rock 'n' roll.'"

The information in this sentence suggests that **coining** is another word for

- A. creating.
- B. protesting.
- C. singing.
- D. spending.

4. "And in 1952 he organized the first-ever rock concert, 'The Moondog Coronation Ball,' which was attended primarily by African Americans. The concert was such a **runaway success** that it ended early because of overcrowding."

The author uses the phrase **runaway success** to show that

- A. many people ran away from the concert.
- B. the concert was extremely popular.
- C. only a few people attended the concert.
- D. the concert raised money for people who had left home.

5. "At a time when America was still **stratified** along racial lines, Freed promoted the tremendous talents of African-American musicians. Many of those musicians have praised Freed for emphasizing the importance of racial harmony to American kids, even as those teens' parents clung to their old, prejudiced ways."

The word **stratified** suggests that America in the 1950s was

- A. united along racial lines.
- B. not concerned about racial differences.
- C. divided along racial lines.
- D. unaware of racial differences.

6. "Although Freed's involvement in the payola scandal **cast a shadow** on the end of his career, most people remember Freed for his accomplishments—that is, for working to bring down racial barriers and promote the talent of African-American musicians."

What does the author mean when he says that the payola scandal **cast a shadow** on the end of Freed's career?

- A. Freed did not go outside much at the end of his career.
- B. The payola scandal was a negative part of Freed's otherwise positive career.
- C. Freed tried to hide his involvement in the payola scandal.
- D. No one believed that Freed had actually been involved in the scandal.

Achievement Practice

Directions: Read the passage and answer the questions that follow.



Work safely this summer.
Learn a lesson for a lifetime.

The Teen Workers' Bill of Rights

1 When you work over the summer, you are on your way to learning valuable lessons that will last your lifetime. Your employer will expect a lot from you . . . that you be on time and do your best. Equally, your employer should treat you fairly, pay you fairly and provide a safe workplace. Remember, even though you are a teenager, as a worker, you have rights under the Fair Labor Standards Act (FLSA) and other laws, if your employer is covered by them.

YOUR RIGHTS

2 RIGHT ONE: It Pays To Work . . . And Work Must Pay
I have the right to a fair and full day's pay for a fair and full day's work . . . to have my hours of work properly recorded and to be paid at least the federal minimum wage.

3 RIGHT TWO: Overtime Work = Overtime Pay
I have the right to overtime pay (at least time and one half my regular rate of pay) for every hour I work beyond 40 hours a week. (However, this right arises under the FLSA, which contains significant exemptions for some jobs that teen workers may perform.)

4 RIGHT THREE: Safety Is Part of the Job

I have the right to a safe workplace and the right to file a complaint if the job is unsafe. I have the right to required safety clothing, equipment and training.
5 Note: If I'm under 18, I'm prohibited from certain tasks: manufacturing/storing explosives; driving a motor vehicle or being an outside helper on one, except under limited circumstances; coal mining; logging/saw milling; using power driven woodworking, hoisting, slicing or baling machines; being exposed to radioactive substances/ionizing radiations; mining; meat packing; manufacturing brick, tile and related products; wrecking, demolition, and ship-breaking operations. Limited exceptions apply for some apprentices and student learners. Additional restrictions apply to workers 15 and younger. If I'm under 16, my employer is not permitted to have me work past 9 P.M. between June 1 and Labor Day.

6 RIGHT FOUR: No Harassment Hassles

I have the right to equal employment opportunity without regard to race, color, religion, sex, national origin or disability in an environment free of sexual and physical harassment.

7 Some states have worker protections which exceed federal standards. Call your state labor department for more information.

8 Work can provide an opportunity to make friends, earn a paycheck and gain experience. Work should add to your life experience—not take away from it. Remember, you owe it to yourself and your colleagues to provide the basic framework for a rewarding experience.

9 To have a more rewarding work experience, you might want to consider:

- asking your employer for a clear explanation of when you'll be paid, how much, and how often;
- asking your employer to make reasonable adjustments to accommodate your studies;
- asking your employer questions about safety; and
- treating your coworkers with respect; they should treat you the same way.

10 This information is not intended to be a substitute for legal advice. It should not be relied upon to determine what steps employees can or should take to identify and protect their legal rights.

Source: U.S. Department of Labor

4. Teenage workers and their employers are alike in that they both

- A. are required to work overtime.
- B. can be paid less than the minimum wage.
- C. should treat co-workers with respect.
- D. cannot work past 9 P.M. between June 1 and Labor Day.

5. The author most likely included the information in the introductory paragraph to

- A. discourage teenagers from seeking summer jobs.
- B. explain to teen workers how the employer-employee relationship should function.
- C. recommend specific jobs that are teen-friendly.
- D. provide a brief history of the United States Department of Labor.

1. The "Teen Workers' Bill of Rights" passage is most similar to

- A. a political speech.
- B. the warranty for a television.
- C. product information.
- D. a workplace document.

2. What is the purpose of the bold headings throughout the passage?

- A. to highlight four jobs available for teenagers
- B. to identify the four main rights of teenage workers
- C. to describe four important employers
- D. to divide the passage chronologically

3. Which job is likely to be one of the jobs forbidden for workers under 18?

- A. grocery store clerk
- B. pizza delivery driver
- C. lifeguard
- D. restaurant host

Achievement Practice

Directions: Read the passage and answer the questions that follow.

from

The Night the White Deer Died

by Gary Paulsen

- 1 Janet's dream was always the same, always ended the same way. Hung in the middle . . .
- 2 In the dream it was night, with a full moon, and she was standing under a rock overhang in the mountains looking down at a small pool of water.
- 3 The water was still. Dead still. And the moon made the surface of the pond a moving piece of white, like a liquid mirror.
- 4 It was so beautiful it hurt, the pool in the moonlight, and she wanted to go down to the water's edge and move her hand in it to see if the light would move and bend.
- 5 But always it was the same. Before she could move, or just as she started to go down to the pool, a white deer emerged from the brush on the other side.
- 6 It was flat white, a young doe, and it stood in the moonlight and seemed to take light from both the moon and the pool, seemed to take beauty from both, so that Janet's breath stopped half in her lungs and half out.
- 7 Oh, she thought. Just that. Oh.
- 8 For a full second the deer stood and watched the pool and took of the light and the water and the beauty, and then, like a ballerina without music, it put forth a foot and advanced to the pool.
- 9 All in silence it happened, silence so thick and quiet there wasn't even the whistle of nothing in her ears. And she stood and watched the deer move to the pool and lower its muzzle to the water to drink, and the light on the water did move and bend, and the deer pulled deep of the moonlight on the pool—drew deep and long.

- 10 It was then that the Indian appeared. Not just any Indian, but the Indian. A brave. A warrior out of time, from before, with a shield and a small fighting headdress and no clothes except a breechcloth.

- 11 The Indian came from the trees on the side of the pool and stood with one foot by the water and the other slightly back. His shield was white and strapped to his arm and covered with designs that didn't make any sense to her.

- 12 And he had a bow.

- 13 And the bow was drawn with a white arrow, everything all in white, and moonlight flashed up and down the arrow, went from the Indian's eyes down the shaft of the arrow, and out past the glistening point and moved to the deer. And as she watched, frozen, in slow motion the Indian released the shaft and the bow straightened, and the arrow moved out of the bow and across the pond; white and streaking it moved, and it was clear that the deer would never move in time, never be able to avoid the shaft.

- 14 And that's when she awakened.

- 15 With the arrow in the middle, hung in time, and moonlight over the pond, Janet always awakened, always came out of it and sat up in bed. And she was always cold and covered with perspiration when she awakened.

- 16 And without knowing why, she was always deeply, terribly afraid.

7. Identify the climax, or turning point, of this passage. Use information from the passage to support your answer. Write your answer on the lines below. (2 points)

[illegible]

7. Identify the climax, or turning point, of this passage. Use information from the passage to support your answer. Write your answer on the lines below. (2 points)

[illegible]